

# Art of Analysis

Jennifer Lehe, Columbus Museum of Art

Linda Stone, MD, The Ohio State University College of Medicine



## *CMA Learning Department Instructors:*

Cindy Foley, Executive Deputy Director,  
Learning & Experience

Jen Lehe, Manager of Strategic Partnerships

Stephanie Samera, Lead for Gallery Learning

Rachel Trinkley, Educator for Docent

Programs (formerly)

## *Key OSU College of Medicine faculty:*

Dr. Sorabh Khandelwal, Assistant Dean for  
Clinical Sciences

Dr. Linda Stone, Special Assistant to the Dean

Dr. William Andy Hudson, Associate Director of  
Medical Education

Dr. Andrew Jacques, Clinical Professor

# CMOA

Columbus  
Museum of Art



## *Learning Objectives: Participants will*

- Practice critical and empathetic thinking habits through routines with art, a cornerstone of the Art of Analysis program;*
- Have an increased appreciation for strategic learning partnerships between universities and art museums;*
- Have an increased awareness of a university partnership model that supports key critical and empathetic thinking behaviors;*
- Have an increased confidence advocating for partnerships that support empathetic thinking;*
- Think more expansively, creatively, and intentionally about partnerships between their own institutions and community partners.*

# How can experiences with the arts promote the excellence and resilience in the medical field?





## HUMANISM IN MEDICINE: 2015-2016

<u>Medicine and the Arts</u>	<u>Medicine and the Arts Roundtable</u>	<u>MERG</u>	<u>Courage to Teach</u>	<u>HIM Student Section</u>	<u>OSU COM Partnerships</u>	<u>Collaborations</u>
<ul style="list-style-type: none"> <li>Med Arts Board members:               <ul style="list-style-type: none"> <li>COM(faculty, residents, staff, students)</li> <li>NCH</li> <li>Community</li> <li>Colleges of Arts/Science</li> <li>Dentistry</li> <li>Nursing</li> <li>Optometry</li> <li>Pharmacy</li> <li>Public Health</li> <li>Veterinary Med.</li> <li>HRS</li> <li>Roundtable</li> <li>Wexner Ctr. For the Arts</li> <li>CMA</li> <li>BalletMet</li> <li>King Arts</li> </ul> </li> <li>Events:               <ul style="list-style-type: none"> <li>Dance</li> <li>Theatre</li> <li>Music</li> <li>Arts Fair</li> <li>Art Show</li> <li>Writing Workshops</li> <li>Hosp. Poets</li> </ul> </li> <li>Art of Analysis</li> <li>Glass Case Exhibits</li> <li>Flat Screen Promotion</li> <li>Med Arts Archives</li> </ul>	<ul style="list-style-type: none"> <li>Members:               <ul style="list-style-type: none"> <li>COM</li> <li>JamesCare for Life</li> <li>OSU Sports Med and Rehab</li> <li>NCH</li> <li>Vet. Med.</li> <li>Community</li> <li>College of Education</li> <li>College of Nursing</li> <li>Ohio Paper Folders Assoc.</li> <li>Wexner Ctr. For the Arts</li> <li>Hospital Poets</li> <li>Premed HiM</li> <li>Urban Zen</li> </ul> </li> <li>Focus: The arts in the care of patients and families</li> </ul>	<ul style="list-style-type: none"> <li>Collaborators:               <ul style="list-style-type: none"> <li>COM Faculty, Staff, Residents, Students</li> <li>Vet. Med.</li> <li>NCH</li> <li>James Care for Life</li> <li>Medicine and Arts Board</li> <li>Hospital Poets</li> <li>GHHS</li> <li>CMA</li> <li>Wexner Ctr for the Arts</li> <li>CTT Board</li> <li>LSI Curr. Rep.</li> </ul> </li> <li>Projects:               <ul style="list-style-type: none"> <li>Research</li> <li>Presentations</li> <li>Publications</li> <li>Medical Humanities Ed.</li> </ul> </li> <li>Sections:               <ul style="list-style-type: none"> <li>Med Arts</li> <li>Med Arts Roundtable</li> <li>CTT</li> <li>HiM Student Section</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Courage to Teach Board</li> <li>Committees:               <ul style="list-style-type: none"> <li>Tech/Innov. Showcases</li> <li>Mentorship</li> <li>Recognition</li> </ul> </li> <li>Resident Section</li> <li>Semi-Annual Deans Reception</li> <li>Master Teacher Initiative</li> <li>Community Partnerships:               <ul style="list-style-type: none"> <li>OhioHealth</li> <li>Mt. Carmel</li> <li>Nationwide Childrens Hospital</li> </ul> </li> <li>COM Partnership:               <ul style="list-style-type: none"> <li>FAME</li> </ul> </li> <li>Center for Bioethics Med. Hum.</li> </ul>	<ul style="list-style-type: none"> <li>HIM Core Group:               <ul style="list-style-type: none"> <li>RAKing</li> <li>Grief/Life</li> <li>Mentorship</li> <li>Candy Apple Awards</li> <li>Retreat</li> </ul> </li> <li>Music in Medicine:               <ul style="list-style-type: none"> <li>Orchestra</li> </ul> </li> <li>HIM Writers Group:               <ul style="list-style-type: none"> <li>Hosp. Poets</li> <li>Ether Arts</li> </ul> </li> <li>HIM Visual Arts Group:               <ul style="list-style-type: none"> <li>Art Show</li> </ul> </li> <li>Dance in Medicine</li> <li>Theatre/Film HiM</li> <li>Ultrasound</li> <li>Photography HiM</li> <li>Premedical HiM</li> <li>Educators/Heart</li> <li>Servant Leaders Group</li> <li>Bowen Awards</li> <li>LACE</li> <li>Restful Nights</li> <li>Med Sci</li> <li>SHINE</li> </ul>	<ul style="list-style-type: none"> <li>COM Alumni Society</li> <li>From the Page to the Bedside</li> <li>Nite Out</li> <li>Learning Communities</li> <li>Student Council</li> <li>GHHS</li> <li>AOA</li> <li>Narrative Medicine</li> <li>LSI Curriculum:               <ul style="list-style-type: none"> <li>Medical Educ. Elective</li> <li>Advanced Competency</li> </ul> </li> <li>Medical Heritage Center</li> <li>Admissions</li> <li>Wexner Med. Ctr. Service Board</li> <li>Educators With Heart</li> <li>Med Arts Gallery</li> </ul>	<ul style="list-style-type: none"> <li>Community Arts Fair</li> <li>Organizations:               <ul style="list-style-type: none"> <li>Greater Cols. Arts Council</li> <li>Wexner Center for the Arts</li> <li>Columbus Cultural Leaders Assoc.</li> <li>Columbus Museum of Art</li> <li>BalletMet</li> <li>Thurber House</li> <li>Columbus Children's Theatre</li> <li>Chadwick Arboretum</li> <li>College of Education-OSU</li> <li>School of Music-OSU</li> <li>Department of Dance-OSU</li> <li>Department of Theatre-OSU</li> <li>Opera Cols.</li> <li>King Arts</li> <li>Promusica</li> <li>Urban Arts</li> </ul> </li> </ul>

Creating a more humanistic environment in which to care for our patients, educate our students and residents and pursue research.

Draft – January 2016



Recognition of the importance of the arts in patient healing, student training, and physician resiliency







*Some key assets and values:*  
Learner-centered instruction in a visitor-centered museum  
Works that support perspective taking and the exploration of social issues  
Philosophy of active engagement in “thinking like an artist” dispositions of creative and critical thinking



# How can experiences with the arts promote the excellence and resilience in the medical field?





Art of Analysis is open to students in OSU medical sciences; one-time, evening visit (3 hours) beginning with a shared meal and discussion of group and informal learning, CMA staff facilitated thinking routine (ODIP) in galleries, individual prompts, group reflection



Observe



Describe



Interpret

Prove

*Careful noticing, resisting initial interpretations, questioning assumptions, adopting different perspectives, imagining, embracing ambiguity, listening to group members, synthesizing elements*









*Jane Reed and Dora Hunt, Clarence Carter, 1941*



Find a work of art that does not immediately appeal to you.  
Document why this is so. Using the ODIP strategy, make an  
interpretation of the work of art using visual evidence.

1941

waist band below waist, slouched shoulders - body shape is drab  
picking up coal? pieces on RR

outhouse

moon is too crescent shaped

a few stars

no wires on telephone pole

dirt road

Strong legs - masculine looking but w/ bonnet sun hats

dirty white simple dress

rail is bright & smooth - not rough texture like stones & brush

- detail on little braces into RR ties

RR turns left out of sight

I  
RR built by someone w/ \$ - these women, who ~~have~~ do not  
have indoor plumbing, spend their day picking up the coal, scraps  
left behind by the train - \$, technology, the future - passing  
them & leaving them behind - like the coal scraps it has  
discarded w/o a thought

Power lines haven't even made it here yet - dirt road, etc.  
moon - they are only getting a tiny sliver of the total world/  
wealth/future/\$/afide that is out there



What does **cruelty** look like? Find the best illustration of cruelty you can in the galleries and argue why this artwork depicts it.

Torso of Satyr  
-unknown artist  
-1<sup>st</sup>-2<sup>nd</sup> c. BC

There were several depictions of cruel acts in various pieces, from what appeared to be a scene of slavery to a sculpture depicting a kidnapping. What struck me about this sculpture of a man was that it may have been at one point a sculpture of a full body, but the lower legs, arms, head, and genitals have fallen off, been removed, or perhaps were never there to begin with. It reminds me of the numerous statues that over time have been destroyed or disfigured by various parties, and that suppression of artistic expression and ~~pressure~~ that attempted forced conformity of thought and belief that such actions represent. In particular, I think of popes of the catholic church who ordered such actions, and the hypocrisy of being the head of an organization that is supposed to welcome anyone seeking unity so directly oppressing expression.



What does being a **good teacher** look like? Find the best illustration of this in the galleries and argue why this artwork depicts it.

Richard Petty, "Untitled"

At first, this piece looks like absolute chaos. There are pencils, cards, dominos, model planes, and bubbles and there seems to be no rhyme or reason. But then, with some observation, you notice the order to things. The cards progress through colors of the rainbow. The toy musicians are arranged like they are on stage. And more I don't have time for.

A good teacher does the same ~~in~~ thing as this photo. They take the apparent chaos and bring order to it. Out of the overwhelming chaos comes a story, and progression.



What does **selfishness** look like? Find the best illustration of selfishness you can in the galleries and argue why this artwork depicts it.

subjecthood/  
identity, possession

defining oneself against others  
declaring what should be one's own  
and forcefully

race, space, place



W. H. Brown, sculp.

The Drunk.

Geo. H. H. H.

1854



**Response Data (2013, 2014, 2015 participants, n=197)**  
**Agree"**

**% "Agree" or "Strongly**

Looking at and talking about works of art allowed me to reflect on the human experience: 80%

Facilitators helped create a respectful and thoughtful learning environment: 86%

**Previous Museum Experiences**

Many or numerous= 32%

Very few or none= 37%

"I will approach patients with an **open and curious mind**,  
not brush off something that doesn't make sense to me,  
and not anchor to one thing or diagnosis and stop  
exploring"

"I will try to keep in mind the **different life experiences**  
patients have and use that to help me better support  
them...It was fascinating to hear such different  
perspectives on the same pieces of art"

[Surprised] "How much I appreciated the opportunity to  
**slow down**"

"I was excited to hear what other people had to say, what  
their interpretations were, and **how I responded (often  
emotionally) to their ideas**"



10. What expectations did you have for this program?

None. I was skeptical and wanted to watch basketball instead.

11. Did your experience differ from your expectations? Yes / No (If yes, how so?)

Yes, I really enjoyed interpreting art with others.

12. As a result of this activity, will you make changes to your practice of medicine or scholarship? Yes / No (If yes, please identify the changes you plan to implement as a result of this program.)

Patients (like paintings) are more complex than they may appear on the surface. Importance of working in a team effort

13. What surprised you about this program?

Have much compassion I felt for the characters in the paintings.



*"The works of art are unfamiliar to the students so they don't have the same bias they would if they were looking at a person..."*

*"They search for and collect all of the details in the paintings because they do not have a bias as to which visual attribute is more important over another. This lowered threshold of observation directly applies to examining a patient."*

*"Looking with Care: A Medical Observational Skills and Visual Arts Curriculum." Jacqueline Dolev, MD, second-year internal medicine resident at Stanford Hospital*

### *Starting point:*

*How does visual thinking enhance the medical profession?*

- *Learn how to slow down and take in more and richer visual details*
- *Set aside “snap judgement” and think slowly, critically, and collaboratively*
- *Nurture greater self-awareness (including awareness of one’s implicit biases)*
- *See an issue from multiple perspectives*
- *Become more comfortable with ambiguity*

### *Emergent elements:*

- *Develop compassion for characters and ideas in works of art; imagine their possible lives*
- *Have an increased respect for the thinking of colleagues*
- *Experience the power of slowing down, being present, imagining and wondering in an environment free of “right/wrong” answers*





# THINK LIKE AN ARTIST

CMA values the role artists play in society to imagine, question, connect, and explore. We believe that it is our responsibility to foster these attributes within our community and nurture citizens that think like artists.

At CMA, we are proud of our...



Activated Space



Intentional Design



Visitor Centered Environment



Art & Artists



Passionate People



Mission Centered Architecture



Public Trust

We value and cultivate...

## EXPERIENCE



Personal Connections



Careful Noticing and Reflection



Sense-Making



Active Engagement



Radical Inclusion

## CREATIVITY



Awe & Wonder



Questioning over Answering



Curiosity



Idea Generation & Imagination



Experimentation & Play

## RELATIONSHIPS



Shared Experiences



Opportunities to Connect



Space & Time for Conversations



Bonds



Bridges between diverse people

Which ultimately leads to...



## INDIVIDUAL FULFILLMENT

People feel a part of something bigger than themselves



## STRONGER COMMUNITY

A more open, connected and creative Columbus



## POSITIVE SOCIETAL CHANGE

The 21st century depends on creative thinkers who question norms and develop ideas for the betterment of their world



## RELEVANT MUSEUM

CMA is a critical, meaningful and valued institution

# *Turn-and-Talk*

*Think about what you have heard in this session*

*How do these ideas and approaches CONNECT with your work and/or current approach to partnerships?*

*What new ideas have EXTENDED or pushed your thinking about partnerships and/or engagement*

*What do you find CHALLENGING or confusing? What puzzles or wonderings do you have now?*

*Connect-Extend-Challenge is a thinking routine from Harvard's Project Zero*



*How to get involved with Art of Analysis and the Medicine and Arts community:*

*Interested community members can financially support the Art of Analysis program to reach more students in the medical sciences and/or new, strategic audiences including faculty/staff.*

*Interested central-Ohio university staff can connect presenters to key university stakeholders concerned with wellness, resiliency, and empathy (e.g. law school, counseling centers, university public safety) to explore a tailored version of Art of Analysis).*

*University staff and/or arts partners can get involved with the Medicine and the Arts initiative to either expand arts access to their medical science students or for ideas to establish a similar network of initiatives.*

*What else? What gifts and opportunities do you see?*

*To get involved with Art of Analysis, contact Jen at [Jennifer.Lehe@cmaohio.org](mailto:Jennifer.Lehe@cmaohio.org)*

*To get involved with Medicine and the Arts, connect Linda at [lcstonemd@columbus.rr.com](mailto:lcstonemd@columbus.rr.com)*